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ABSTRACT

This teaching guide describes a specific learning activities approach in teaching K-3 students about the Andes region of South America. The guide is divided into three units which focus on geography, archaeology, and current Andean customs. The geography unit introduces: (1) map reading skills; (2) map symbols; (3) political boundaries; and (4) topographical zones and the physical geography of South America. The archaeology unit considers: (1) prehistory; (2) an archaeological dig; and (3) Incan history, civilization, writing and counting systems, irrigation systems, communication processes, and pre-Columbian art and stone masonry. The present day Andean customs unit includes materials on: (1) languages; (2) food; (3) llamas; and (4) weaving. These units are followed by a resource guide to books, films, records, and other materials available from publishers, embassies, consulates, and national organizations. Charts, maps, activity and study sheets, games, and an evaluation form are included. (JHP)

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Understanding Our Neighbors to the South

by Linda D'Amico

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A Teaching Manual for K-3 Teachers

Center for Latin American & Caribbean Studies
Indiana University, Bloomington, Indiana
February 1987

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Introduction

The Understanding the Americas Program has evolved as an Outreach tool for the Center for Latin American and Caribbean Studies at Indiana University. In particular, the Understanding the Americas Program serves as a laision between the University academic community and the Indiana community at large, with special emphasis on disseminating knowledge about our neighbors in the Western Hemisphere. It is a timely program with the upcoming Tenth Pan American Games to be held in Indianapolis, August 1987. The challenge to celebrate not only human accomplishments in the sports arena, but also in areas of culture, history and the arts is the aim of this program. To meet the needs of diverse interest groups which have been spurned, to take advantage of the exciting cultural milieu created by the advent of the PAN AM Games, the Understanding the Americas Program has responded by coordinating events which increase awareness and understanding our neighbors in the hemisphere.

This curriculum project grew directly out of the expressed need of PrimeTime teachers throughout the state of Indiana. Since it would be virtually impossible (on such short notice) to develop curriculum for the hemisphere in its entirety, we chose to concentrate on a specific region in South America; namely the Andes. We have designed this collection to enrich the study of Latin America in the primary grades. We made every attempt to make the units and lessons fun, practical, creative and thought provoking. We believe in an interactive 'hands on' approach to learning, and most of the lessons reflect this educational philosophy. The lessons are designed to reach a broad range of student abilities and needs. For the younger student more adult supervision and direction will be necessary. However, for the more mature and independent student, these lessons will provide a starting point for further investigation and development of their own project.

The Study Sheets are meant to be duplicated and given to students in order to supplement and enrich activities.

The project is divided into three units which focus on Geography, Archaeology, and present day Andean customs. These units are followed by a resource guide to books and films available for class use as well as study abroad and traveling information for teachers. An intregal part of the program will be the evaluation we receive from you.

Note: This project has been made possible through a matching grant from the Indiana Committee for the Humanities in cooperation with the National Endowment for the Humanities.

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CATEGORY: GEOGRAPHY: SYMBOLIC ORGANIZATION OF PHYSICAL SPACE

CONCEPTS: What is a map? MAP SKILLS
A map is a drawing that shows all or part of the earth's surface.

OBJECTIVES: Students will develop the notion of how physical space around them is organized; (from a 'bird's eye' view).

ACTIVITY: The students will conceptualize space symbolically by drawing a map of their classroom, either individually or as groups.

MATERIALS: Large paper
drawing materials (crayons, markers or colored pencils)

PROCEDURE: Students will be told to imagine a bird's eye view of their classroom. What would the principle outlines be if seen from afar? The main features should be emphasized, such as: Walls, doors, windows, desks, tables, blackboard, etc. After discussing the primary or most outstanding features in the room, students will make, either individually or in small groups, a map of their classroom. The students can either label the items directly on their maps or be instructed to make a key.

This lesson could be extended to making other kinds of maps: PLAYGROUND, SCHOOL or COMMUNITY. MOREOVER, the students, with the help of their parents could make maps of their homes.

CATEGORY: GEOGRAPHY

CONCEPTS: Symbols on a map;
KEY: COMPASS DIRECTIONS: CONTINENTS: OCEANS

ACTIVITY: The children will follow directions and illustrate a map according to its KEY. The students will label OCEANS and CONTINENTS.

OBJECTIVES: The students will become familiar with the continents North America and South America. They will be able to read compass directions on a map and follow a color Key. They will label the Pacific and Atlantic oceans.

MATERIALS: Map outline of North America and South America. (Page 2a)
Large Classroom map and/or globe
Colored pencils or markers or crayons
Pencil or marker for labelling

PROCEDURE: Project and/or distribute maps of the Western Hemisphere. Ask students to try and identify the two main bodies of land or CONTINENTS. Help the children locate Indiana on their maps. Ask them if they know what surrounds the two large land masses and help them write the names Pacific Ocean in the West and Atlantic Ocean in the East.

Thus the teacher will explain that the map is a bird's eye view or actually an astronaut's or satellite's view of our planet. The teacher will explain that the compass rose tells which way on the map is NORTH, SOUTH, EAST and WEST. See if the children know in which direction the sun rises and sets.

Discuss with the students that the KEY explains all the colors and symbols used on a map.

Show the students the Key in the left hand corner. There are four rectangles. The directions are:

Label each rectangle: North America, South America, Pacific Ocean, Atlantic Ocean. Color each a different color.

Helpful HINTS: Have many maps, globes and atlases available and on display in the room. Compare and contrast KEYS. Locate different continents and oceans on them.

North and South America

2a

CATEGORY: **GEOGRAPHY: COUNTING**

CONCEPT: FOLLOWING DIRECTIONS ON A MAP

ACTIVITY: The students will do a puzzle on graph paper by following directions, and outline a llama.

OBJECTIVE: The students will become familiar with the cardinal directions as they do the puzzle and sharpen counting skills (for the younger children).

MATERIALS: Graph paper outline with starting point. Eyes are already outlined.*
Direction Sheet
Pencil

PROCEDURE: Project and/or distribute graph paper and be sure to orient children as where to start. Go over the Cardinal directions; NORTH, SOUTH, EAST and WEST. Explain to the students how to draw the lines by going over several examples.

Helpful HINT: Give the students graph paper and have them make their own puzzles with directions for each other.

*Refer to Illustration on Pages 6a and 6b.

Help Carmen find her lost llama by following directions. (Remember NORTH is UP, SOUTH is DOWN, EAST is RIGHT, WEST is LEFT on Carmen's map.)

1. Start at dot and draw a path seven complete squares to the WEST

2. Draw a line thirteen squares NORTH

3. Carmen gets a free ride diagonally down

4. Draw a line three squares SOUTH

5. Turn and draw a line one square WEST

6. Draw a line eight squares NORTH

7. Carmen has a long walk 20 squares EAST

8. Then she goes twelve squares NORTH; so draw the line

9. Now draw a line two squares EAST

10. Then draw a line three squares SOUTH

11. Draw a line two squares EAST (you're making the ears!)

12. Draw a line three squares NORTH

13. Draw a line two squares EAST

14. Draw a line three squares SOUTH

15. Draw a line two squares EAST

16. Draw a line one square SOUTH

17. Draw a line two squares WEST (you're making the mouth, keep up the good work!)

18. Go SOUTH one square and draw a line

19. Draw a line two squares EAST

20. Draw a line one square SOUTH

21. Now draw a line four squares WEST

22. Draw a line 18 squares SOUTH

23. Draw a line one square EAST

24. Draw a line one square SOUTH

25. Draw a line three squares WEST

26. Draw a line one square SOUTH

27. Draw a line three squares EAST

28. Draw a line one square SOUTH

29. Draw a line four squares WEST

30. Draw a line nine squares NORTH

31. Draw a line sixteen squares WEST

32. Draw a line six squares SOUTH

33. Draw a line four squares EAST

34. Draw a line one square SOUTH

35. Draw a line three squares WEST

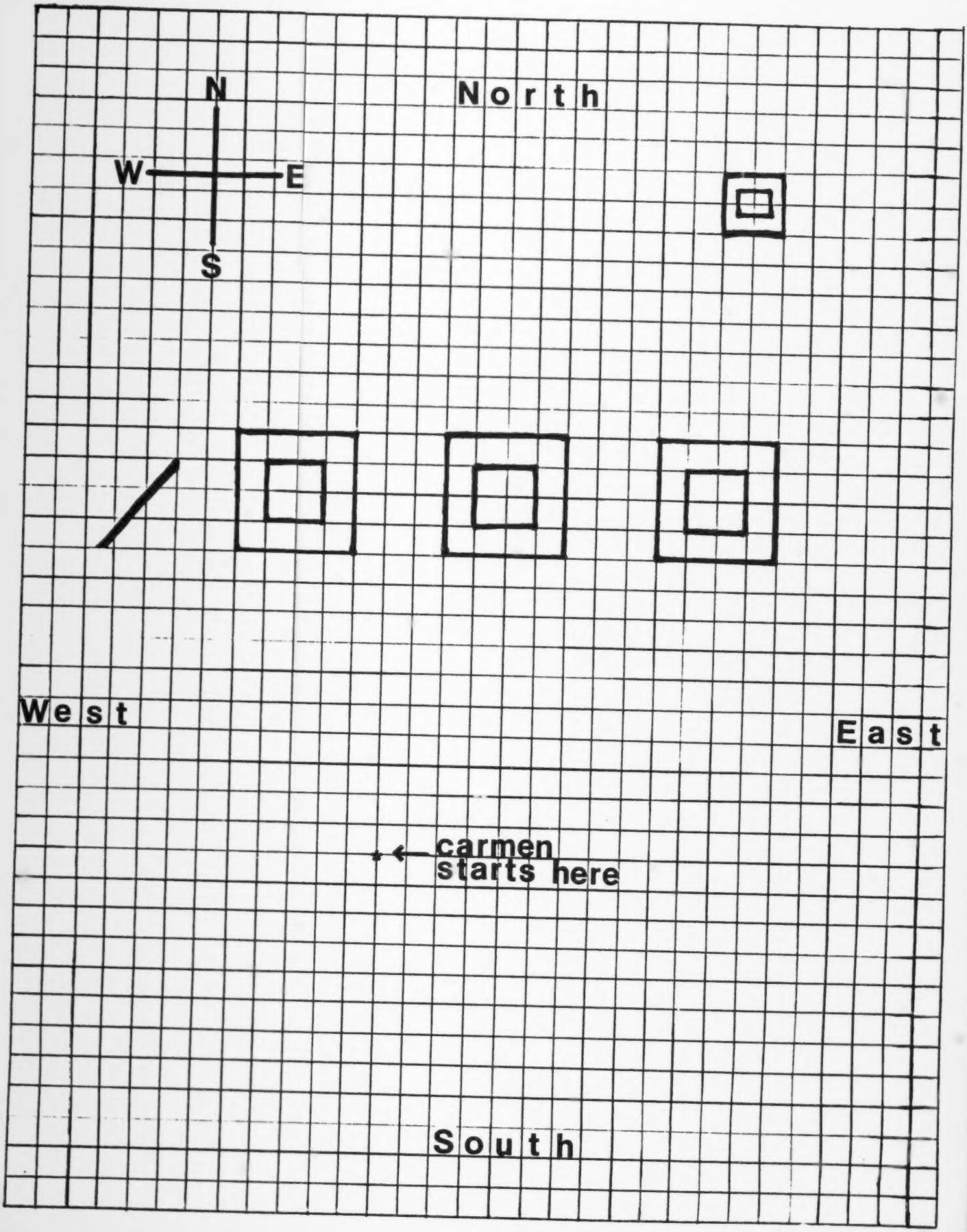
36. Draw a line one square SOUTH

37. Draw a line four squares EAST

38. Draw a line one square SOUTH

CONGRATULATIONS !!

You helped Carmen find her llama.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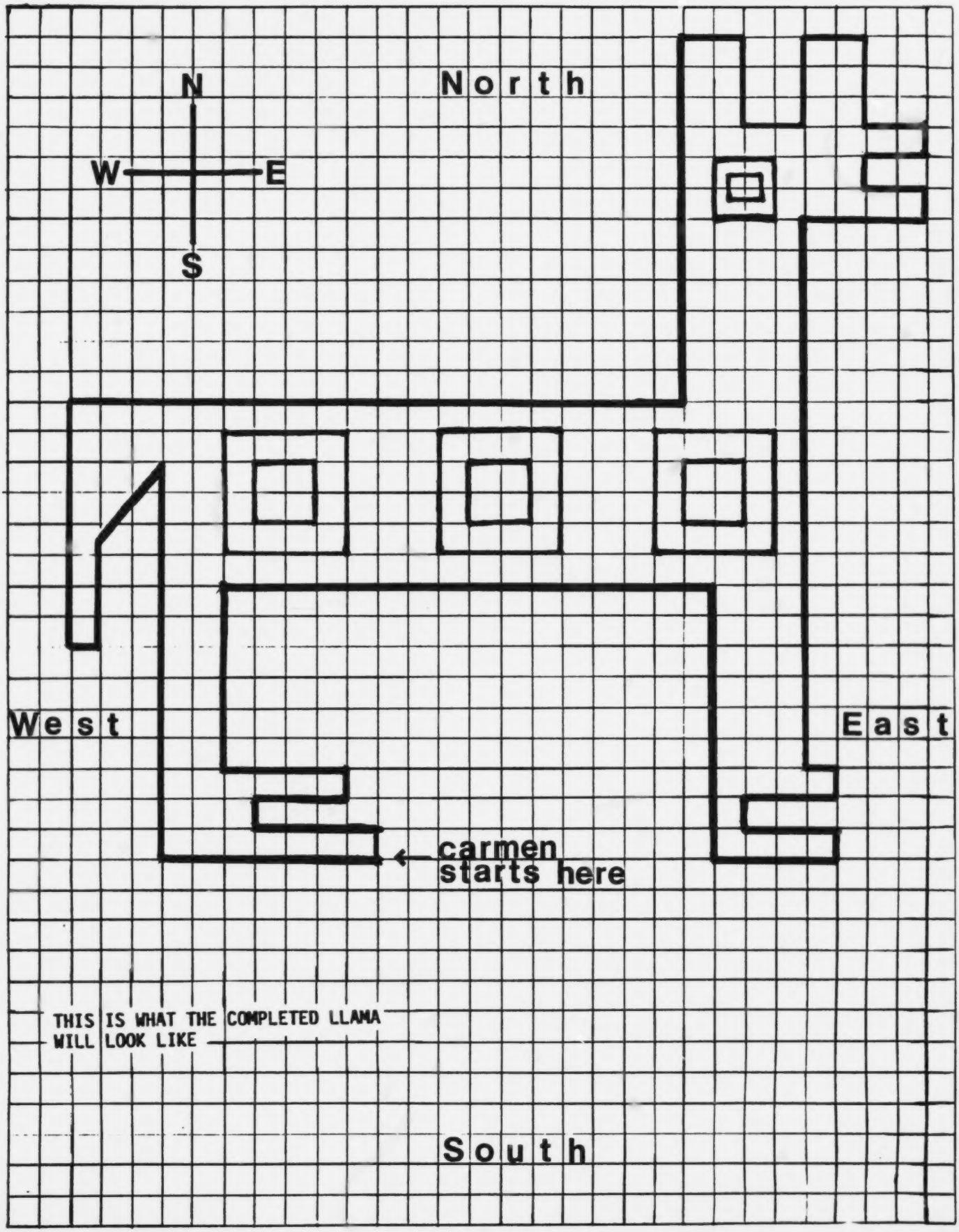
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carmen
starts here
THIS IS WHAT THE COMPLETED LLAMA
WILL LOOK LIKE
South

CATEGORY: **GEOGRAPHY: SOUTH AMERICA**

CONCEPT: More map work:
Political BOUNDARIES/COUNTRIES

ACTIVITY: The students will find the names of South American countries and write them in the boundaries of a given map.

OBJECTIVE: The students will become aware that there are many different countries in the CONTINENT of South America.

MATERIALS: Map with political boundaries of South America
Transparency for teacher and overhead projector
Atlas
Globe
Pencils/Large Map of South America

PROCEDURE: Project and/or distribute maps with political boundaries. With younger children, the class should work together and read from the transparency or a larger map the names of the different countries. The teacher can use this opportunity to go over compass directions; for example, Ecuador is SOUTH of Colombia and WEST of Brazil.

For older children, this could be a homework assignment to complete with their parents, or they could work in independent groups with an atlas or globe.

*Refer to illustration on page 7a.

South America

7a

CATEGORY: **GEOGRAPHY: SOUTH AMERICA**

CONCEPT: Topographical zones/Physical Geography: Desert, Mountains, Forest, Farmland

ACTIVITY: The students will organize the space of South America according to topological features on a map. The class will make a relief (three-dimensional) map.

OBJECTIVES: Students will become aware of some of the ecological diversity in South America; namely desert, mountains, forests and farmland.

MATERIALS: Outline maps of South America
Colored pencils/markers/crayons
plywood
playdough or clay

PROCEDURE: First students will color different regions on their individual maps according to directions of teacher. They will make their Key. The teacher will illicit discussion as to what the definition of each zone/region is, - DESERT, MOUNTAINS, FOREST, FARMLAND.

The class will be divided into four groups, each representing a different topological feature of South America. On the plywood an outline of the continent will be drawn (either by students or previously by teacher). Each group will build up their zone with a different colored clay and according to the relief necessary.

Helpful HINTS: The younger children should be encouraged to find pictures of the different zones in magazines and/or draw pictures of them.

*Refer to illustration on page 8a.

120°
100°
80°
60°
40°
20°
0°
20°
40°
0
500
1000
MILES
Cartography Laboratory, Dept. of Geography,
Indiana University

8a

CATEGORY: GEOGRAPHY

CONCEPTS: Physical Geography; Countries, Cities in South America

ACTIVITY: AN ADVENTURE GEOGRAPHY GAME. The children will play an educational game as they simulate travel through South America.

OBJECTIVES: Students will become more familiar with South American geography by simulated travel through the continent, and by taking adventure cards they will traverse ecological zones, go through countries and become familiar with surrounding oceans.

MATERIALS: The following game board (on page 10a) should be reproduced for each student.
One Di
Adventure Travel Cards (p. 10)

PROCEDURE: TO BEGIN: 1) Each player rolls the di. The player who rolls the highest goes first. Players take their turn in a clockwise direction.

2) Players must begin at START and move in a horizonal direction across the board. (The arrows remind players which direction to take.)

TO PLAY: 1) The player puts his or her playing piece on START rolls the dice and moves the allotted number of spaces on the board.

2) If a player lands on an adventure travel card square, the player who most recently completed a turn draws the top card and asks the question.

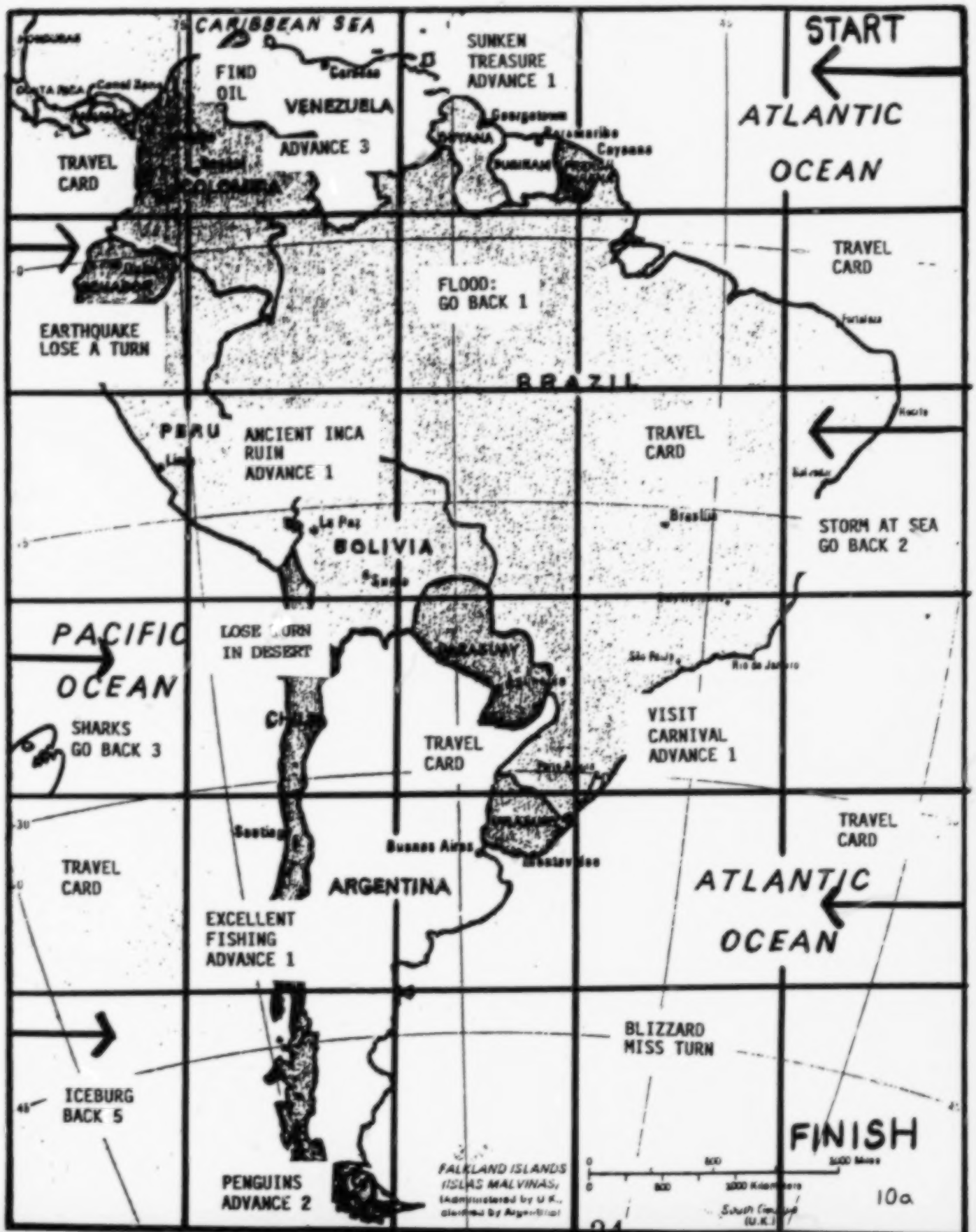
Adventure Travel Cards - The players learn about South America by answering the question whenever they land on an Adventure Travel Card Square. If the question is answered correctly, the player moves forward 2 squares, if incorrectly, the player remains stationary.

3) The player to reach FINISH first, wins.

Note: Teacher may choose to design <u>one large game board</u>, adding additional squares. Adapt the procedures for a large board: Use one set of dice. If a player answers correctly, he/she moves forward 4 squares. If a player answers incorrectly, then he/she moves back 3 squares (for enlarged game board).

WHAT IS THE BIGGEST COUNTRY IN SOUTH AMERICA? ANS: BRAZIL	WHICH COUNTRY IN SOUTH AMERICA IS LONGEST AND SKINNIEST? ANS: CHILE	NAME THE COUNTRY DIRECTLY EAST OF CHILE. ANS: ARGENTINA
WHAT IS THE NAME OF THE BODY OF WATER WEST OF PERU? ANS: PACIFIC OCEAN	WHAT IS THE CAPITAL OF PERU? ANS: LIMA	WHAT VEGETABLE ORIGINATED FROM THE ANDES? ANS: POTATO
NAME THE BODY OF WATER EAST OF ARGENTINA. ANS: ATLANTIC OCEAN	WHICH COUNTRY HAS A NAME SIMILAR AND IS ON THE EQUATOR? ANS: ECUADOR	WHICH TWO COUNTRIES PRODUCE LOTS OF OIL? ANS: ECUADOR, VENEZUELA
WHICH COUNTRY IS EAST OF COLOMBIA AND NORTH OF BRAZIL? ANS: VENEZUELA	WHICH COUNTRY WAS NAMED AFTER COLUMBUS? ANS: COLOMBIA	WHAT LANGUAGES DO PEOPLE SPEAK IN IN THE ANDES? ANS: SPANISH, QUECHUA
WHICH COUNTRY IN SOUTH AMERICA HAS THE LONGEST SHORELINE? ANS: BRAZIL	WHAT IS THE LARGEST RIVER IN SOUTH AMERICA? ANS: AMAZON RIVER	WHAT LANGUAGE DO PEOPLE SPEAK MOST IN BRAZIL? ANS: PORTUGUESE
NAME TWO COUNTRIES IN SOUTH AMERICA WHICH ARE LAND-LOCKED. ANS: BOLIVIA, PARAGUAY	NAMES AT LEAST ONE COUNTRY WHERE THE INCAS LIVED. ANS: CHILE, COLOMBIA, PERU, ECUADOR, BOLIVIA	WHAT IS THE CONTINENT NORTH OF SOUTH AMERICA? ANS: NORTH AMERICA
NAME THREE COUNTRIES WHERE WE FIND THE ANDES MOUNTAINS. ANS: COLOMBIA, ECUADOR, PERU, BOLIVIA, CHILE	NAME THE FURTHEST POINT SOUTH ON THE CONTINENT OF SOUTH AMERICA. ANS: TIERRA DE FUEGO	WHERE DO LLAMAS LIVE? ANS: THE ANDES

South America



CATEGORY: ARCHAEOLOGY - PREHISTORY

CONCEPT: The notion that time extends from the past. ARCHAEOLOGY is the study of how people lived long, long ago.

OBJECTIVE: The children will acquire a sense of time depth through the making of a TIME line. The students will learn that archaeology is the study of humans long ago. People who study archaeology are archaeologists.

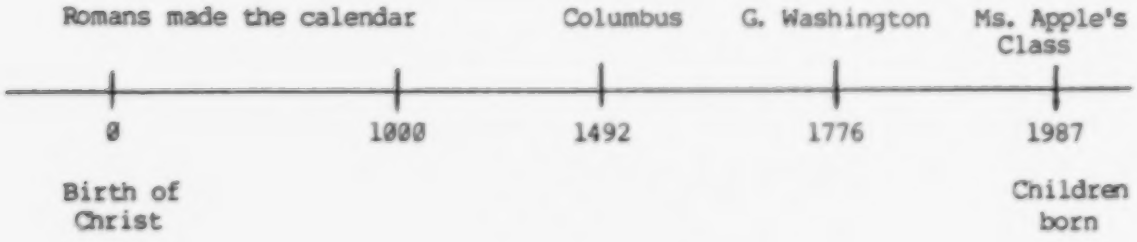
ACTIVITY: The class will discuss their ideas about long ago and the past. The teacher will direct the discussion to such historical figures as George Washington, Columbus, and even Christ (for whom the Romans built the calendar). Either as a group and/or individually the students will make a Time Line with markers of major historical events with which they are familiar. They will also read the Study Sheet and answer the questions.

MATERIALS: Study Sheet (page 12)
Yarn or string/paper (for individual Time Lines)
Chalkboard/chalk
Glue or tape

PROCEDURE: The teacher will direct a brainstorming session with the class with the topic of what `long ago' means to them. Does summer vacation seem long ago? Does the period of your infancy seem long ago? How about when your Grandparents were children? etc....

Read over the Study Sheet with the children.
Draw a very long line on the blackboard. Current year will go on the far right. Mark important dates the children know, such as Columbus, Washington, Lincoln. (Be sure and divide up Time Line evenly.) Have the students make their own Time Lines, pasting yarn and writing important dates.

FOR EXAMPLE:



Helpful HINTS: Be sure and have books on the subject of archaeology in the room. See included Bibliography.

STUDY SHEET: ARCHAEOLOGY - PREHISTORY

It seems like a long time ago since you were born. It seems even longer ago that your parents and grandparents were born. But even before that, people had done many things. You've probably heard about great Americans like Abraham Lincoln, George Washington and Betsy Ross. They lived way before your grandparents and you. We know about them because people kept written records about them in books.

The calendar we use today was started nearly 2,000 years ago by the Romans. We know much about them from the records they left. Many people lived long ago that did not keep written records. We know about them because we see remains of buildings they built or things they made.

Today scientists study how people lived long, long, long ago by looking for or searching for clues (like detectives). They might dig for things in the ground, or uncover remains left above ground. The study of very old things is called ARCHAEOLOGY. The scientist who studies archaeology is called an archaeologist.

Answer these questions:

1. How can we learn about the times of George Washington?

2. What is the study of very old things called?

3. What is the scientist (or detective) called who studies archaeology?

CATEGORY: ARCHAEOLOGY

CONCEPT: Unearthing the Past

ACTIVITY: Simulated dig

OBJECTIVE: The children will become aware that archaeologists learn about the past through things buried in the ground. Moreover, they will use problem solving techniques to figure out some of the diet of the people and how they lived.

MATERIALS: Simulated Dig Kit; available through:

William Hammond Mathers Muesum
Indiana University
601 E. 8th Street
Bloomington, IN 47405

Contact person: Judy Kirk - 812 335-1696. There is no cost for borrowing the kit. However, arrangements must be made for shipping the kit to your area. There is a possibility that the kit could be shipped free of charge to any branch of I.U. for teachers to pick up. For further details contact Judy Kirk.

You can make your own simulated dig quite easily. If the weather is appropriate, the teacher can arrange artifacts (such as: piece of a ceramic pot, chicken bones, piece of coarsely woven fabric, kernnels of corn in a basket, clay figurine, old coins . . . or whatever is available) under the soil or in a sandbox for a 'test pit'. Digging implements: shovel, trowel, sieve.

PROCEDURE: (In kit all instructions are included.) If children have the opportunity to assume the role as archaeologists (or detectives of the past) in a simulated dig outside, have them relate the significance of each artifact they find. What does it mean if they find a coin? (One question should lead to another.) Anything they find is like a piece to a puzzle. The job of the archaeologist is to figure out what the larger picture is from the pieces available. What did the people eat? What kind of tools, technology did they have?

Helpful HINTS: Be sure and have the children take turns, and have them articulate how one object is in relation to another.

HAVE MANY BOOKS AVAILABLE AND ON DISPLAY ON THE SUBJECT OF ARCHAEOLOGY. See Bibliography included at end of lesson.

CATEGORY: **ARCHAEOLOGY: INCAS**

CONCEPT: What do archaeologists do? 'Detectives of the Past'

ACTIVITY: The class will discuss different strategies for finding out about the past. Then they will view slides of Incan ruins. The teacher will illicit as many questions from the children about the slides, and then have them try to think of ways or methods to answer them.

OBJECTIVE: The children will learn that archaeologists are `Detectives' who probe into the past in order to find out how people lived long ago.

MATERIALS: Map of South America and North America
*Slides of Incan ruins (or photographs from books).
Script which accompanies slides (page 15).

PROCEDURE: Ask class a set of questions somewhat like this:
If we want to learn what it was like when our parents were children growing up, how could we find out? (Asking them, seeing pictures, reading books.)
If we want to find out what it was like a long time ago in South America we could go and ask people there. How could we get there? (Refer to map--driving, flying, by boat?)
The people in Peru could tell us how their great-grandparents lived, but in the Andes we would also see the remains of huge buildings or monuments. Many of these were built by the Incas. We know this because when the Spanish explorers and conquerors came they wrote about the people and their amazing CIVILIZATION.

*Slides are available through: Outreach Coordinator
Center for Latin American and
Caribbean Studies
Indiana University
313 N. Jordan Avenue
Bloomington, IN 47405

There is no rental charge for the use of the slides; however, schools will be responsible for postage and handling. Slides will be available for one-week time periods.

List of Slides:

1. An overview of the highlands surrounding Cuzco. Cuzco was the ancient capital of the Incas, and was considered the 'navel' of the world--where its four corners met.

2. Overview of the fortress Sacsachuman and Cuzco.

3. A wonderful example of Inca masonry in Cuzco: STONEWORK .... Ponder for a moment how such stones were moved without the use of a wheel.

4. Giant stones again at Sacsachuman.

5a. Another view.

5b. Again, another view.

6. Terraces and canal at Pisac.

7. Apurimac bridge.

8. Machu Picchu--the so called 'Lost' city of the Incas.

9. A golden diety from the Northern Andes.

10. The slides that follow are artists' renditions of how they picture Inca life before the conquest. (from National Geographic)

11. A prince being carried in his litter.

12. Chasqui runner (or messenger).

13. Inca nobility.

14. Bridge and terraces.

15. Potato cultivation and foot plow.

The next five slides are pictures of a group before the Incas in the Southern Andes.

16. 1600-900 BC - Chasqui runner.

Quiani Phase

17. Man with llama.

18. Picture of Quipu.

19. Weaving of llama and frog.

20. A group of mummies at El Morro Site.

CATEGORY: ARCHAEOLOGY

CONCEPT: What is Civilization?

ACTIVITY: Role playing specialized roles in Inca times

OBJECTIVE: The children will become aware that civilization involves specialized activities of the population, including farming, leaders, builders, traders, and potters.

MATERIALS: Chalkboard
Study Sheet (page 17)

PROCEDURE: Have the children discuss how different people do different jobs here in Bloomington. Help them list some of the jobs or roles on the blackboard, under the heading NOW. Then make another list under INCAS. What were essential occupations to make their community work if they built roads, monuments, organized an empire, made a calendar, pottery, etc.

Have the children complete the Study Sheet.

Divide the students in small groups of 'civilized' specialists, to make some of the following projects: IRRIGATION, RECORD KEEPERS, BUILDERS, POTTERS.

Subsequent specialized lessons follow for each of the groups. Lessons can be presented either to individual groups or to the entire class.

STUDY SHEET: ARCHAEOLOGY - CIVILIZATION

Archaeologists who work in Peru, South America study the Indians who lived there. Around the time of Columbus, other explorers came from Spain and encountered a group of people who built great cities, roads, did lots of farming, had armies and schools, a calendar, did beautiful artwork in gold and weavings. These people lived in the Andes Mountains of Peru, Bolivia, Colombia, Ecuador, and some of Chile. Archaeologists call the special way they lived CIVILIZATION --the Inca civilization. They thought their leader was the Son of the Sun.

Activity: Trace a map of South America and color in the areas where the Incas lived.

Questions: In which continent is Peru?

Who lived in the Andes Mountains many years ago even before Spanish explorers arrived?

Why do we say the INCAS had a civilization?

Name two countries where the Incas lived.

CATEGORY: ARCHAEOLOGY: THE INCAS

CONCEPT: Writing/Counting System

ACTIVITY: The Children will make a Quipu (Key-poo).

OBJECTIVE: The children will become aware of a different symbolic writing code used in Incan times.

MATERIALS: Skeins of different colored yarns
Picture of Quipu-Camayoc for students to color (page 19a)
Study/information Sheet (page 19)

PROCEDURE: Include the following information sheet about QUIPUS for each child. Read it over as a class and have the children answer the questions.

Ask the children what kind of information they would like to record in the classroom. Each child can make her/his own quipu, or the class can make one as a group. Pieces of yarn 12 to 20 inches should be passed out of various colors. They should be tied on either end to a thicker string or stick. On the first string the children can record with a knot for each, the number of girls in the class; on the second string the number of boys; on the third the number of kids with birthdays in July - or whatever they choose.

STUDY SHEET: QUIPUS

The Incas knew how to keep records and count without writing. They invented or made up a way of doing this by tying strings of different colors and lengths from a main string. These strings were knotted in a special way for keeping records or sending messages. They called this set of string a QUIPU (Key-poo). The different colored strings stood for different things - for example - numbers of people in a town, numbers of animals, amounts of crops produced.

The Incas who made and 'read' the quipus were called - QUIPU-CAMAYOC (Kam-AY-ok). This means 'keepers of the records.'

Answer the following questions:

1. What did the Incas use to keep records instead of writing?

2. What were quipus made of?

3. What kind of records did the Incas keep?

4. Who were the keepers of the records?

5. How do we keep records today?

CAN YOU IDENTIFY WHAT THIS MAN IS HOLDING?

19a

CATEGORY: **ARCHABOLOGY: INCAS**

CONCEPT: IRRIGATION: Water flows downward

ACTIVITY: The children will make a simulated canal to show how water flows downward in irrigation. Use Study Sheet to generate discussion. Have the students color the picture of terraces.

OBJECTIVE: Students will see that water flows downward, and that people use this principle to bring water to irrigate their crops.

MATERIALS: 2 milk cartons, rubber tube 1 to 2 feet long, 1-2 inches in diameter
Scissors
Water/inclined surface
Study sheet (page 21)
Pictures of terraces, (page 21a)
Crayons

PROCEDURE: Cut off the tops of the two milk cartons. Make a hole at the side near the bottom of one carton and put one end of a rubber tube into this hole. Put the other end of the tube into a hole in the other carton. Stand one carton on the edge of your sink (or desk; or better yet outside on a high incline). Stretch out the tube and put the other carton in the sink (or below the desk, or down the incline). The higher carton is like the mountain lake; the tube is like the tunnel or canal; the lower carton is like the field. Now fill the higher carton with water. See how the water flows down from this carton and fills the lower one.

STUDY SHEET: INCA FARMING

The Incas learned that they would have a better life if they became farmers. They became very good farmers. With great effort they led water to dry land. The Incas knew how to bring water from mountain lakes down to their lakes where there was little rainfall. They dug canals in the ground. They dug under the ground and built tunnels of stone.

These canals and tunnels carried the water down from the mountain lakes far away to the farmlands. In this way, the Incas could bring water long distances over mountains and steep valleys to water their crops.

This is called IRRIGATION.

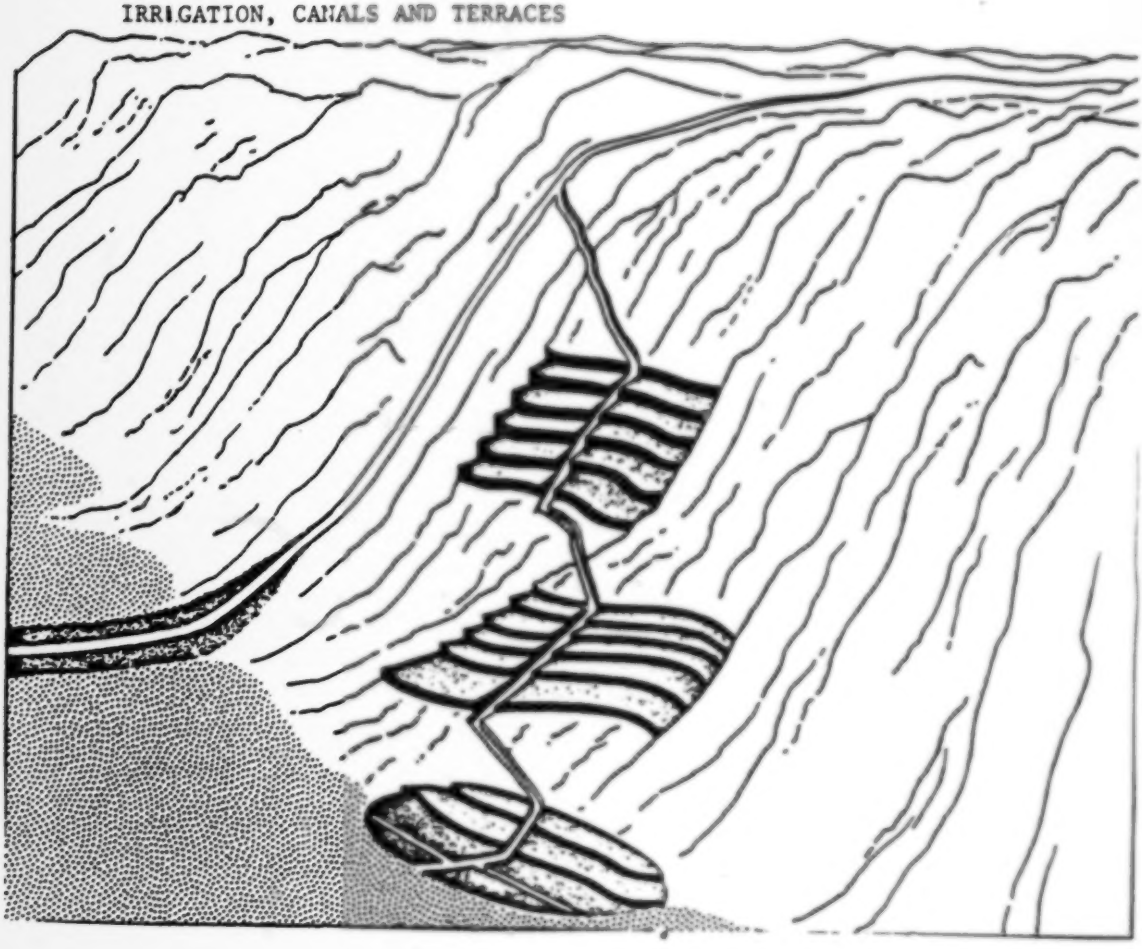
Answer the following questions:

1. How did the Incas learn to have a better life?

2. How did the Incas bring water to dry land?

3. What is watering dry farmland with canals and tunnels called?

IRRIGATION, CANALS AND TERRACES



LOOK AT THE DRAWING. WHAT DO YOU SEE?

DRAW THE RIVER BLUE.

COLOR THE MOUNTAINSIDE YELLOW OR BROWN.

COLOR THE CANAL ORANGE.

COLOR THE TERRACES GREEN.

COLOR THE VALLEY RED OR PURPLE.

HOW DO CANALS AND TERRACES HELP PEOPLE PRODUCE MORE FOOD?

WHY DO FARMERS IRRIGATE THEIR FIELDS?

CATEGORY: **INCAS**

CONCEPT: Geography, Communication in the Ancient Andes

ACTIVITY: Chasqui Relay Race

The Inca Empire consisted of a strip of land running along the Pacific Coast from Quito, Ecuador, to Talca, Chile. Two roads, the coastal road and the mountain road, ran parallel throughout the Empire and were connected by a series of crossroads.

Communication was made possible throughout the territory by the CHASQUI (chas-KEY), relay running messengers who stayed at relay stations called Tampus (tam-POOS). The children will simulate a relay race.

OBJECTIVE: This is an entertaining way for students to learn about the Inca communication system.

MATERIALS: This activity is best completed outdoors or where there is plenty of space to move swiftly. (The children can also use their quipus to carry messages.)

PROCEDURE: Explain how the Incas got messages to one another and have the students discuss how we get messages to one another.

For the older children, have them design a special code on their knotted string or QUIPU in groups of 4 or 5 children.

Take the children outside and decide where TAMPUS or rest stations will be. Divide each group and assign them to a tampu. Tell the students that when a chasqui saw a runner approach, he would rush out and meet him and then run along beside him while receiving an oral message and a quipu or "talking string."

This way the head Inca, the Son of the Sun, could receive news of his armies far away or even eat fresh fish from the ocean (even though he lived in Cuzco in the mountains which was far from the sea).

After setting up positions, the teacher can give a secret message and start the simulated CHASQUI runners in motion.

CATEGORY: ARCHAEOLOGY; ART

CONCEPT: The children will transfer knowledge and images of Incan roads and terraces into geometric patterns (much the same way Incan artisans did as evidenced in weavings and pottery designs).

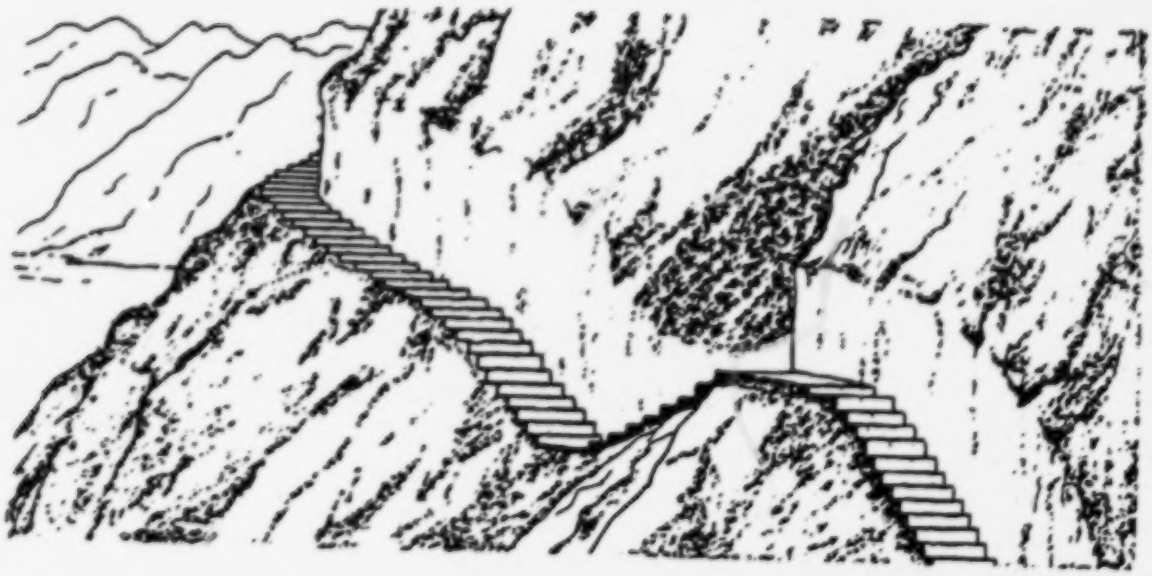
OBJECTIVE: Students will design a stepped motif after seeing Incan patterns.

ACTIVITY: The class will discuss the pictures (included on Study Sheet) of roads and terraces. They will also see the step designs used in weaving and pottery. They can color these in and then design their own.

MATERIALS: Study Sheet, (page 23a)
Crayons/Markers/Colored Pencils
Paper (or different colors of construction paper)
Ruler
Scissors
Glue

PROCEDURE: Have the students discuss and elaborate upon the drawings on the Study Sheet. Where, why, by whom, and when were those roads and terraces built? What are the main features of the drawings? (Steps) Demonstrate how to draw or cut-out step or geometric designs.

Have the students design and make their own design.

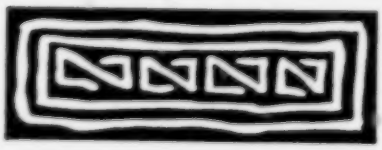


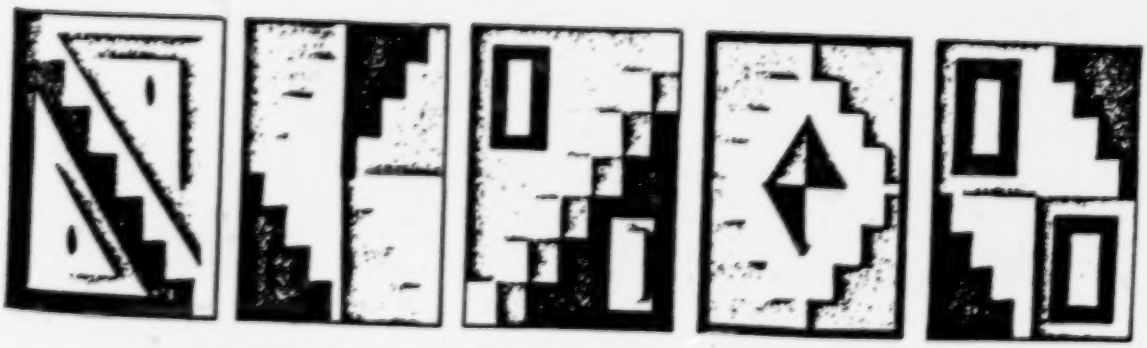
CAN YOU IDENTIFY WHAT THE TWO TOP DRAWINGS ARE?
COLOR THEM IN.

WHAT SIMILARITIES DO THEY HAVE WITH THE DESIGNS AT THE BOTTOM OF THE PAGE?

WHY DO YOU THINK THAT THE DRAWINGS ARE CALLED STEP-DESIGNS?

CAN YOU INVENT YOUR OWN STEP-DESIGNS?





CATEGORY: ARCHAEOLOGY

CONCEPT: Inca Stone Masonry

ACTIVITY: Students will complete Study Sheet on Incan building and stone masonry. They will make small models of stone house with clay, stones, sticks and straw.

OBJECTIVE: Students will build a model Inca house (It could be done at home).

MATERIALS:
Small flat stones
Small branches
Clay
Straw
Heavy piece of cardboard, plywood, or Reynolds-wrap
Study Sheet, (page 25)

PROCEDURE:
Read over Study Sheet
Answer the questions
Divide class into groups then shape clay into bricks. Dry them in the sun. Use these bricks to make/build a house. Put the flat stones over the bricks and fit them together into a small stone house on the cardboard or plywood. (They can be glued.) Use small branches and straw to make the roofs.

Helpful HINTS: Have a parent or helper assist the students (at least in getting started). If possible, have a model already made. Have pictures available from books for the children to see. See included Bibliography for suggested titles.

STUDY SHEET: INCA BUILDINGS

The Incas built many different kinds of buildings. They used different materials. They made bricks of clay mixed with straw. They dried the bricks in the sun and used them in some of their buildings.

The Incas cut stones of all sizes from the mountains. They shaped these stones with special tools. They could fit them together so well no cement was needed to keep them from falling apart.

Trees were used to make wooden beams for the roofs, along with reeds or straw to make thatched roofs.

Sometimes they had beautiful silver or gold ornaments inside or outside to make the sunlight even brighter. (Remember the Sun was an important God to them.)

Questions.

1. What were some of the materials the Incas used to build with?

2. Why did they attach ornaments to their houses?

3. Look at pictures in books of Inca houses. Draw a picture of what you think one looked like.

CATEGORY: **ARCHAEOLOGY: PERU: PRE-COLUMBIAN**

CONCEPT: Art, flora and fauna

ACTIVITY: Identifying Pre-Columbian stylized figures: Human activities, plants and animals. Students will be given examples of figures displayed on pottery and attempt to identify the plant, animal or other activity depicted.

OBJECTIVES: The students will be able to identify different human activities in ancient Peru, as well as different plants and animals.

MATERIALS: The examples of stylized figures which follow. (p. 27)

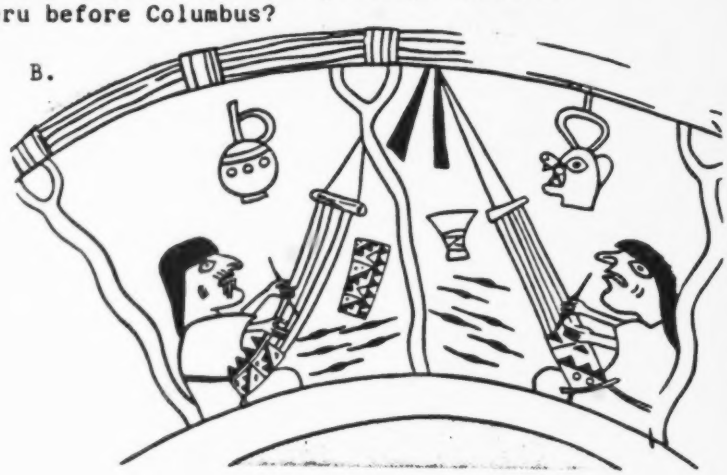
PROCEDURE: Project or reproduce and distribute the examples.
Have the children match the letter of the figure with number of the description.

Helpful HINTS: The children can also be encouraged to trace and decorate the figures, or invent their own.

Look at the following drawings copied from ancient Peruvian pottery. What do the pictures tell you about life in Peru before Columbus?

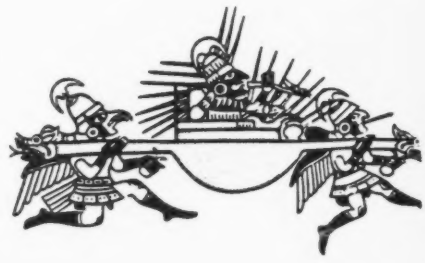
A.

B.



C.

D.



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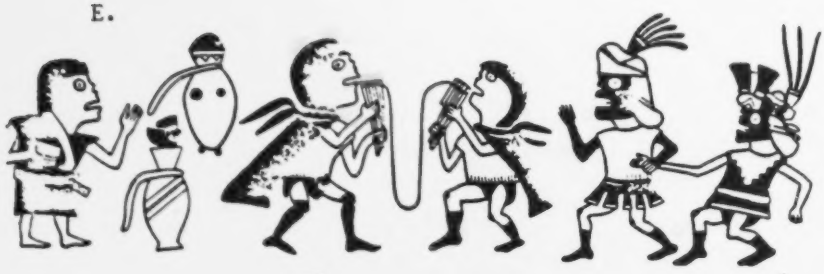

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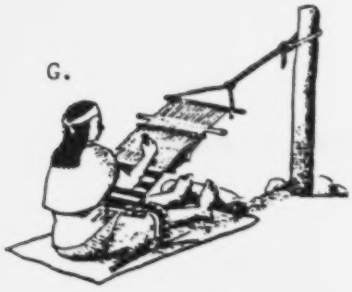
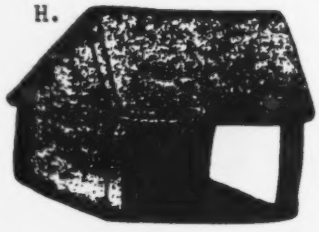
G.



H.



I.

J.

STUDY SHEET: PRE-COLUMBIAN ART, FLORA AND FAUNA

DRAWINGS FROM POTTERY, WEAVINGS AND NATIVE PEOPLES HELP ARCHAEOLOGISTS LEARN ABOUT TIMES LONG AGO. THERE ARE TEN DRAWINGS ON THE FOLLOWING PAGE. SOME ARE COPIES OR EXAMPLES OF DRAWINGS FROM ANCIENT PERUVIAN POTTERY AND STONE CARVINGS.

CAN YOU FIGURE OUT WHAT THE PEOPLE ARE DOING IN THE DRAWINGS?

MATCH THE LETTER OF THE DRAWING WITH THE CORRECT DESCRIPTION BELOW.

_____ 1. AN INCA BACKSTRAP LOOM.

_____ 2. A FOX IN THE DESERT.

_____ 3. A WINGED CHASQUI RUNNER.

_____ 4. A WOMAN WITH A SPINDLE AND A MAN LEADING A LLAMA.

_____ 5. A TAMBU OR REST HOUSE OF THE INCAS.

_____ 6. THE PRINCE AND PRINCESS CARRIED ON A LITTER.

_____ 7. A FISHERMAN IN A REED BOAT.

_____ 8. A MAN IN A HEADDRESS IN A LITTER BEING CARRIED BY WINGED SERVANTS.

_____ 9. TWO PEOPLE WEAVING ON BACKSTRAP LOOMS.

_____ 10. TWO PEOPLE PLAYING MUSICAL INSTRUMENTS CALLED PANPIPES WITH OTHERS DANCING.

MAKE A SMALL DRAWING IN THE SPACE BELOW OF SOMETHING YOU DO.

CATEGORY: **Archaeology: Inca**
Creative Writing

CONCEPT: Through the viewing of slides the class will discover and explore a visual dimension of Andean archaeology.

ACTIVITY: The teacher will show the selected slides and illicit discussion from the students as to when, by whom, where, and for what. Then the students will be asked to imagine and write about what they think it would have been like to live in Inca times.

OBJECTIVES: Students will become aware of some of the amazing works of Inca Civilization and use writing skills.

MATERIALS: 20 Slides: available from the Center for Latin American and Caribbean Studies *
Indiana University
313 N. Jordan Avenue
Bloomington, IN 47405

Slide projector/screen
Writing paper and pencil

*Refer to Unit II--Introduction of Incais Achievements Through Slides (p. 14)

PROCEDURE: Show the children the slides in the suggested numerical order (No. 1-20). The first group of slides shows the mountains around Cuzco, and some of the ruins in the ancient capitol of the Incas. Have the children discuss what they see. Write Key words on the board.

There are a series of slides taken from a National Geographic's artist's rendition of Incan life. The paintings are the artist's ideas of what life was like in Incan times. Have the students tell what they see.

The last slide is a photo of a grave and several mummies.

You might want to view the slides again. Have the children think about what it would be like to live as an Inca in Incan times. What special activity would they pursue? Who would they be? Pass out the paper and invite the students to write a story.

BE AN ANDEAN ARCHAEOLOGIST AND SOLVE THE WORD PUZZLE

Find and circle 14 words across and 5 words down that have to do with the Incas and archaeology.

L	A	R	U	I	N	S	Y	Z	I	N	C	A
L	C	H	A	S	Q	U	I	X	R	O	J	K
A	B	O	L	I	V	I	A	L	R	B	R	W
M	R	S	A	N	D	E	S	A	I	C	O	E
A	R	C	H	A	E	O	L	O	G	Y	A	A
D	P	O	T	A	T	O	E	S	A	F	D	V
E	M	A	I	Z	E	N	K	L	T	G	S	E
T	A	M	P	U	C	M	Q	U	I	P	U	R
H	J	P	A	S	T	J	M	B	O	N	E	S
N	T	P	R	D	I	G	V	K	N	Z	O	I
U	X	B	X	S	V	W	P	E	R	U	N	S
R	P	O	T	T	E	R	Y	P	Z	B	D	K
L	R	C	I	V	I	Z	A	T	I	O	N	C

47

ANSWERS TO WORD PUZZLE: (on page 30)

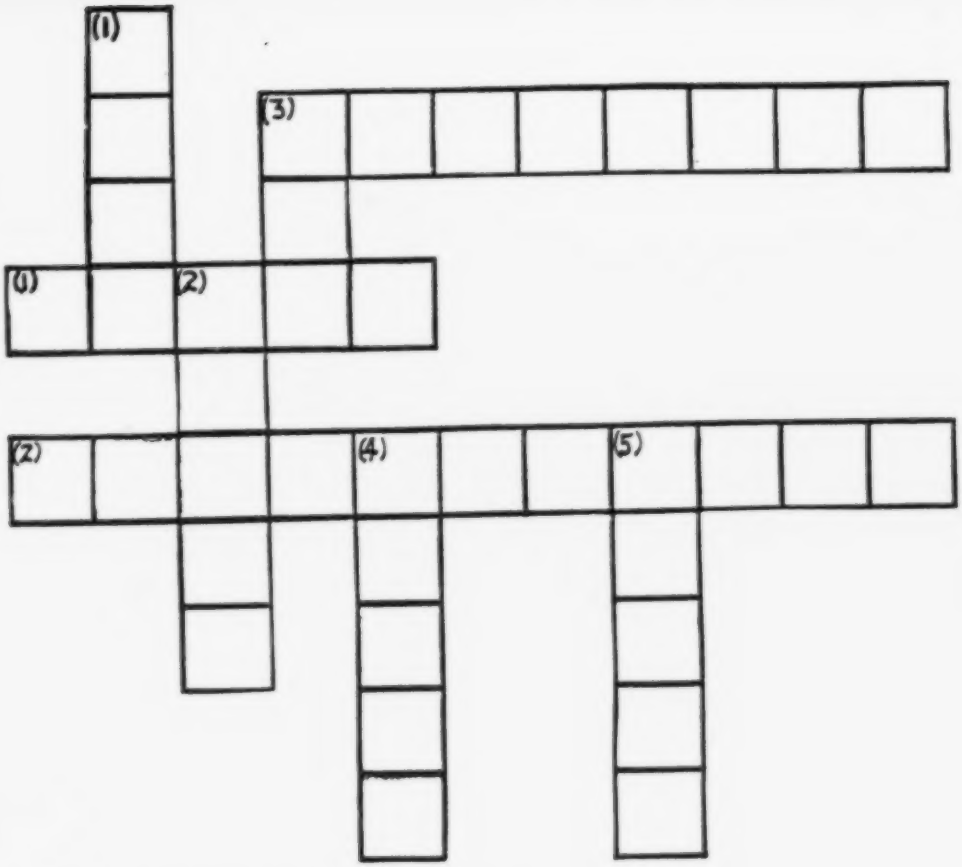
Words found Across

Inca
Chasqui
Bolivia
Andes
Archaeology
Potatoes
Maize
Tampu
Quipu
Past
Bones
Dig
Peru
Pottery

Words found Down

Llama
Irrigation
Weavers
Dectective

CROSSWORD PUZZLE



DOWN

(1) The country in South America which begins with P.

(2) The name of the Indians who built a great civilization in the Andes a long time ago.

(3) The name of the drawing we look at to find out about countries, continents, oceans and directions.

(4) The Name of the mountains where the Incas built their great civilization.

(5) An animal native to the Andes.

ACROSS

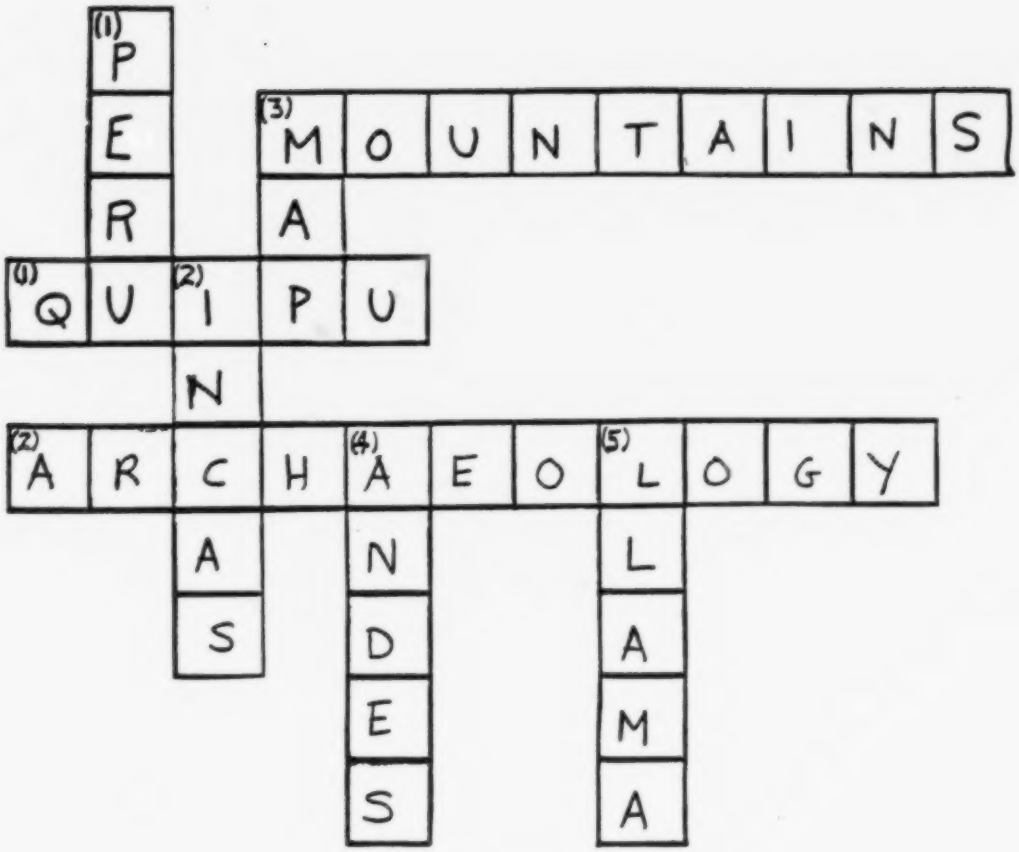
(1) The counting device used by the Incas.

(2) The name of the Science which studies the past.

(3) Giant hills are called _____.

Answers on page 33

CROSSWORD PUZZLE KEY



CATEGORY: ANTHROPOLOGY; LANGUAGES

CONCEPT: Many languages are spoken throughout the world. In the Andes three languages are spoken: Spanish and two Amerindian Languages, Quechua and Azmara.

There are over 10 million Quechua speakers (Quechua was the lingua franca of the Inca.)

ACTIVITY: The children will complete a study sheet about what it would be like to grow up in the Andes and attend a bilingual school. They will learn to count to ten in Quechua and Spanish.

Then the teacher can laminate number cards in both languages and invite the kids to match them in a concentration-like game.

OBJECTIVE: Students will become aware of the rich diversity of language and see that Andean children count like they do, but also bilingually.

MATERIALS: Study Sheet, (page 35)
Number Cards Laminated, (page 36)

PROCEDURE: The teacher will have the children imagine what it would be like growing up in the Andes. What would their schools be like? What would they study?

She/he could explain that just like them, children in the Andes learn how to count and do math. Hand out the study sheets and go over it with the students. (You can give them some simple arithmetic problems in Spanish and Quechua.)

Children can play the matching 'concentration'-like game in small groups.

STUDY SHEET: LANGUAGES IN THE ANDES

If you went to school in the Andes, you would learn many things. You would probably learn about Americans and the United States. But your classes would not be taught in English. You would study in Spanish and Quechua. Spanish is spoken because people from Spain, at the time of Columbus, conquered and settled in the Andean countries. At that time they even called the area New Spain. Quechua is the language that the Incas spoke. Over 9 million people still speak it. There are many other Indian languages still spoken in South America. A school where you study in two different languages is called a bilingual school.

Answer these questions:

1. What might you study about if you attended school in the Andes?

2. What languages would you speak?

3. What country conquered the Incas?

4. What language did the Incas speak?

5. What is a bilingual school?

Here is a list of numbers one to ten:

	Spanish	Quechua	
1	uno	sug	
2	dos	iscay	(ish-KI)
3	tres	quimsa	(KEYM-sa)
4	cuatro	chûscu	(chus-KOO)
5	cinco	pichca	(pish-KA)
6	seis	sûgta	(SUG-ta)
7	siete	cânchis	(KAN-CHEEZ)
8	ocho	pusag	(POO-sag)
9	nueve	iscun	(EESH-kun)
10	diez	chunga	(CHUN-ga)

uno	sug	dos
tres	quimsa	íscay
cuatro	chúscu	pichca
seis	súgta	cinco
siete	cánchis	púsag
nueve	íscun	ocho
diez	chunga	Cut these cards and laminate. See if students can match.

CATEGORY: ANTHROPOLOGY TODAY
ANDEAN FOOD

CONCEPT: Potatoes, originated in the Andes, and maize (or corn) have always been important crops. People in the Andes cultivate potatoes and maize. They are staples in their diet.

ACTIVITY: The children will prepare, cook and eat an Andean dish.

OBJECTIVE: The students will become familiar with the importance of potato and maize in the Andes. They will make a potato dish.

MATERIALS: Cooking utensils
Ingredients for Potato Bread or Corn Bread
Orange Juice
Recipes on pages 39 and 40
Study Sheet: Where Food Comes From, (page 38)

PROCEDURE: Teacher will ask the children to recall the slide of the potato planters from Lesson 3 in Archaeology (p. 14). She/he will explain the importance of potatoes in the Andes. (THERE ARE OVER 40 KINDS; AND THE ANDES GAVE THE WORLD THE POTATO.)

Have the class divide into 2 groups
Distribute recipes. (Have the kids bring the ingredients or provide them yourself.)
Assist the children in preparing their recipe and discuss where each ingredient originates. Cook and ENJOY. (You can play Andean music during the feast to add to atmosphere. See Bibliography for suggestions of music.)

Helpful HINTS: Have a parent or volunteer help if the class is large.

STUDY SHEET: WHERE FOODS COME FROM

Match the list of foods on the left, with either their place of origin or what they are made from.

1. Potatoes	A. Wheat (Old World crop)
2. Corn	B. Chicken (Animal from the Old World)
3. Flour	C. Seeds from a New World Crop
4. Molasses	D. Ocean/or marshes
5. Butter	E. Plant from the New World
6. Egg	F. Root Crop from the Andes
7. Beans	G. Sugar Cane (New World)
8. Honey	H. Cows (Old World)
9. Squash/Pumpkins	I. Bees (Old and New World)
10. Salt	J. Plant from the New World

Note: The 'Old World' is Europe and Asia.
The 'New World' is North America and South America

Recipe for Potato Bread

(taken from Moosewood Cookbook by Mollie Katzen)

(Have 2 1/2 cups mashed potatoes already prepared.)

Ingredients needed:

2 packages active dry yeast
1 1/2 cups lukewarm water
3 cups unbleached white flour
a drop of honey

Combine and mix well in large bowl with wooden spoon.
Place in warm place and let set for 5 to 10 minutes until mixture becomes foamy.

3 Tbsp. molasses
1/4 cup butter
2 tsp. salt
1/2 cup minced chives

Mix second mixture to first mixture
After well mixed, slowly add 6 to 8 cups flour (in addition to the unbleached flour used to set dough).
As mixture thickens, use hands and knead for 10 to 15 minutes.
Place in greased bowl. Cover with damp cloth and set mixture to rise for 1-1/2 hours in warm spot.
Punch down.
Divide dough into two equal portions.
Place each into separately greased loaf pans.
Cover again with damp cloth, let rise one hour.
Bake in preheated oven (350 degrees) for 35 to 40 minutes.
Remove from oven when golden brown. Let cool. Serve with butter.

ENJOY!

Delicious Corn Bread

(taken from Moosewood Cookbook by Mollie Katzen)

1/4 cup honey
1 cup buttermilk
1 egg
2 tsp. baking powder
1 cup yellow corn meal
1 cup white flour
3 Tbsp. melted butter
1/2 tsp. baking soda
1/2 tsp. salt

Preheat oven to 425 degrees
Beat together egg, buttermilk, and honey
Mix well together all dry ingredients, including melted butter--mix well
Spread into buttered 8 inch square pan

Serve hot with butter and/or honey

ENJOY!

CATEGORY: **ANTHROPOLOGY: ART: LLAMAS**

CONCEPT: The importance of llamas in the Andean world will be discussed.

ACTIVITY: The students will complete the Study Sheet and questions and make an art project of a llama.

OBJECTIVE: Students will become aware of the usefulness of the llama.

MATERIALS: Study Sheet: Llamas, (page 42)
Outline of llama/paper, (page 42a)
Glue/crayons
Cotton balls

PROCEDURE: First the teacher will read over the Study Sheet with the children. Students will be instructed to answer study questions. The llama outline will be distributed or the children can be encouraged to draw their own. Children will glue cotton balls as their 'fur'. They can draw the Andes Mountains in the background and draw people leading them.

STUDY SHEET: LLAMAS

Did you know that llamas are in the same family as camels, called camillido? (So are alpacas and vicuñas.) Llamas live in the Southern Andes Mountains in South America. For hundreds of years, Indians of the Andes have used male llamas as pack animals to carry things for them. Female llamas are kept to bear young. Llamas provide their owners with meat, hides for leather, and wool for ropes, and rugs and other useful objects. Their droppings are used as fuel.

Llamas graze in fields and mainly eat grass. Many times boys and girls like you are the shepards who take the herd (or group of llamas) to pasture.

Answer the following questions.

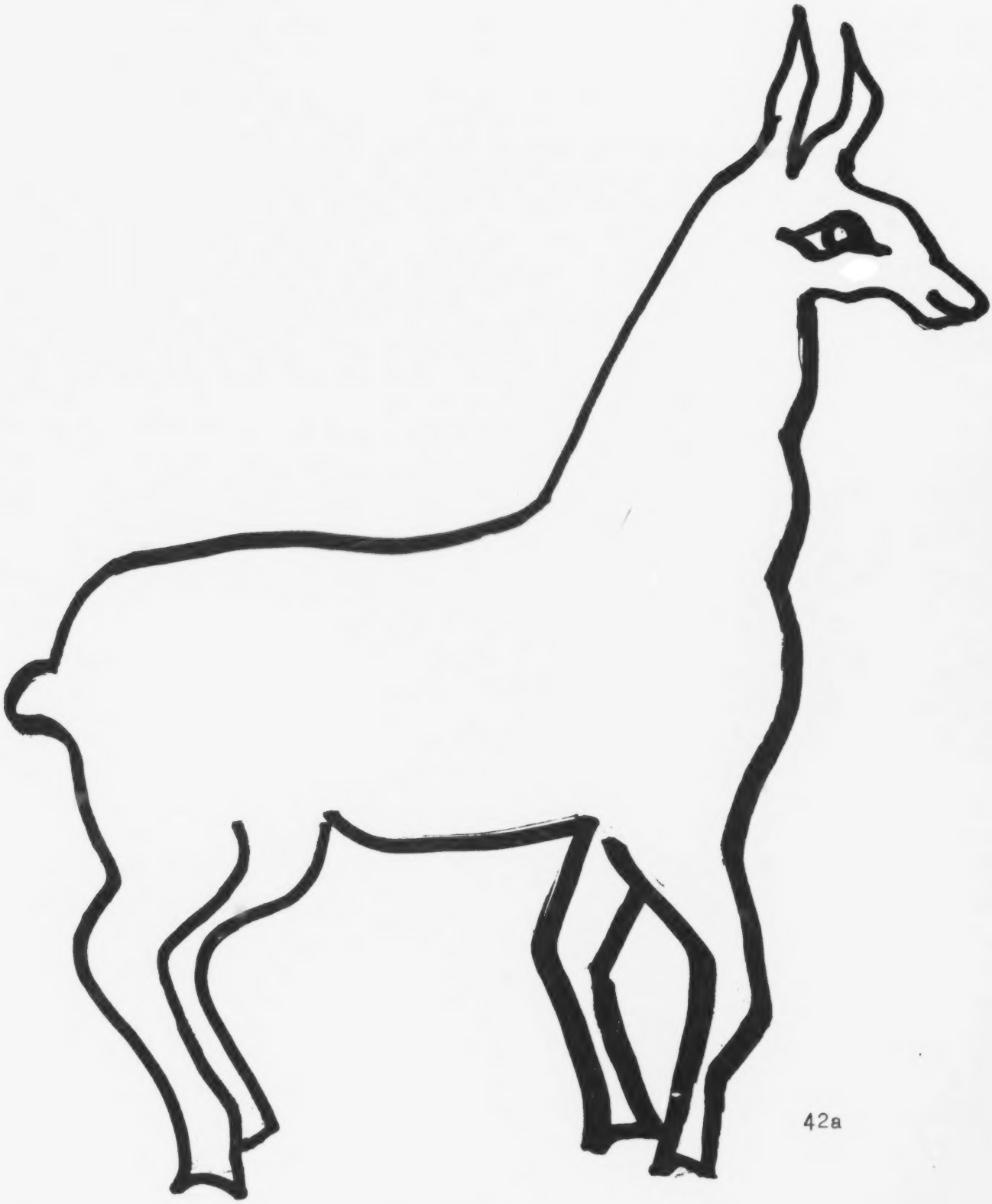
1. What animal is in the same family as llamas?

2. Where do llamas live?

3. What are pack animals?

4. Name 3 things llamas provide for their owners.

5. What do llamas eat?



42a

CATEGORY: **WEAVING**

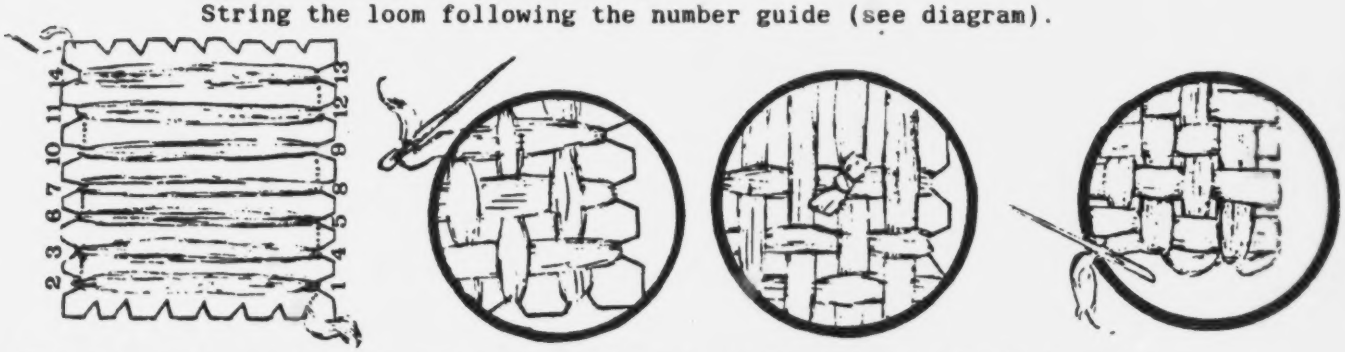
CONCEPT: Weaving is one of the oldest activities and crafts in the world. Andean people both prehistorically and now are reknown as some of the most gifted and prolific weavers.

ACTIVITY: Students will become familiar with simple weaving techniques.

MATERIALS: String (medium weight) or yarn (medium weight)
Cardboard (stiff)
Ruler
Pencil
Scissors
Darning needle
(optional: colored feathers)

PROCEDURE: Explain to students that the Incas wove wool of llamas and alpacas into cloth. Today many Andeans spin wool into yarn and weave it into cloth. The students can also weave yarn and make a piece of cloth or mat.

Cut a cardboard rectangle about 1/2 inch larger than you want the finished mat to be.
A 4-inch rectangle will make a 3 1/2 inch mat.
Using a 4-inch rectangle, cut 7 evenly spaced notches about 1/4 inch deep along opposite edges (see diagram).
Cut a small slit inside the notch at the lower left-hand corner to catch the end of the string.
Unwind string from ball, leaving 4 inches dangling from slit in notch at lower left-hand corner.
String the loom following the number guide (see diagram).



The dotted lines show where the string (yarn) passes in back of the loom. Make another slit inside the notch at the upper right-hand corner to catch the end of the string (yarn). Cut string or yarn from ball.

With darning needle and yarn as long as you can manage, weave over and under strings. Reverse each row. Leave edges loose. Push weaving down firmly after each row. Tie on additional yarn in a small neat knot as needed. When article is finished, cut string, weaving several inches to spare. Bend cardboard to release weaving.

CATEGORY: **ACQUIRING INFORMATION WHILE BECOMING ACQUAINTED WITH NEW RESOURCES: EMBASSIES**

CONCEPTS: Geography, Letter Writing

ACTIVITY: Generating Resources: Students actively gather information about South America by writing to embassies in Washington, D.C., and request materials.

OBJECTIVES: The students will be able to initiate correspondence for their purpose.

MATERIALS: Writing materials/Envelopes
Postage

PROCEDURE: The class can generate a letter for individuals/or groups to copy. Give the school address but have each student who writes ask in his/her/their own name(s); getting mail addressed to class members really sparks everyone's enthusiasm.

There will be some variation in the time it takes the embassies to respond. Follow up activities can be when information is received. Students can report to the class, perhaps after interacting with parents.

Some embassies include fairly thick booklets and most include maps along with tourist brochures. Set aside an area in the class (next to a globe or map), for displaying materials so that everyone has a chance to see them first-hand.

Helpful HINTS: There is a list of South American Embassies and their addresses on pages 52-54.

Children's Films available from:

Indiana University Audio-Visual Center
Bloomington, IN 47405

To order or for further descriptions of films call (812) 335-2103

*Indicates appropriateness for less sophisticated audience.

South America

Ancient Inca Indians of South America
7 min; color; 16mm; GC 1472,16 rental $7.75

Argentina
14 min; color; 16mm; GC 0919,16 rental $12.15

Brazil
20 min; color; 16mm; GC 0939,16 rental $14.00

Brazil: South America's Giant
18 min; color; 16mm; GC 1536,16 rental $15.90

***Children of the World: Brazil**
28 min; color; 16mm; GC 1242,16 rental $15.90

***The Incas**
10 min; color; 16mm; GC 0869,16 rental $9.00

Indians in the Americas
15 min; color; 16mm; CG 2626,16 rental $12.15

Peru
17 min; color; 16mm; GC 0915,16 rental $11.20

South America: Land of Many Faces (Geography)
16 min; color; 16mm; GC 1511,16 rental $16.50

North and Central America

Ancient Aztec Indians of North America
7 min; color, 16mm; GC 1471,16 rental $7.75

Ancient Maya Indians of Central America
9 min; color; 16mm; GC 2592,16 rental $7.75

Children of the World: Guatemala
28 min; color; 16mm; GC 1254,16 rental $15.60

***Costa Rica: My Country** (2nd edition)
13 min; 16mm; GC 1466,16

***The Golden Lizard: A Folk-Tale from Mexico**
18 min; color; 16mm; PC Ø326,16 rental $13.40

Food from the Rain Forest
18 min; color; 16mm; GC 1549,16 rental $15.90

Market Place in Mexico
12 min; color; 16mm; GC 3257,16

***Mexican Boy: Story of Pablo**
21 min; color; 16mm; GC 1211,16 rental $14.05

Mexico's Heritage
17 min; color; 16mm; GC Ø953,16 rental $11.20

Latin America

Folk Art in Latin America
17 min; color; 16mm; RC Ø974,16 rental $12.75

Here is just a sampling of children's books available on the following subjects:

GEOGRAPHY

Bennet, Ross S. (ed.). **National Geographic Picture Atlas of Our World,** Washington, D.C.: National Geographic Society, 1979.

Carter, William E. **South America,** Franklin Watts: NY, 1983.

Fuchs, Erich. **Looking at Maps,** Abelard-Schuman: NY, 1976

Oliver, John. **What We Find When we Look at Maps,** MacGraw-Hill: NY, 1970.

Tivers, Jacqueline and Micheal Day. **The Viking Children's World Atlas: An Introductory Atlas for Young People,** Viking Press: NY, 1983.

ARCHAEOLOGY AND INCAS

Beck, Barbara. **The First Book of the Incas,** Franklin Watts: NY, 1966.

Gemming, Elizabeth. **Lost City in the Clouds: The Discovery of Machu Picchu,** Coward, McCann and Geoghegan, Inc.: NY, 1980.

Jessup, Ronald. **The Wonderful World of Archaeology,** Doubleday and Company, Inc.: NY, 1968.

Kubie, Nora B. **The First Book of Archaeology,** Franklin Watts: NY, 1957.

Neurath, Marie and E. Worboys. **They Lived Like This in Ancient Peru,** Franklin Watts, Inc.: NY, 1966.

Pine, Tillie S. and J. Levine. **The Incas Knew,** McGraw-Hill Book Co: NY, 1968. (This is an excellent resource!)

Robinson, Stella. **Exploring the Past,** John Day Co.: NY, 1969.

Von Hagen. **The Incas: People of the Sun,** World Publishing Co.: NY, 1961.

White, Anne Terry. **All About Archaeology,** Random House: NY, 1959.

LITERATURE AND PRESENT DAY LIFE IN THE ANDES

Bierhorst, John (ed.). **Black Rainbow: Legends of the Incas and Myths of Ancient Peru,** Farrar, Straus and Giroux: NY, 1976.

Greifenstein, Sandra. **Micias: Boy of the Andes,** Follett Publishing Co.: Chicago, IL, 1968.

Mangurian, David. **Children of the Incas**, Four Winds Press: NY, 1979.

Rockwell, Anne. **The Good Llamas: A Picture Story From Peru**, World Publishing Co: Cleveland, OH, 1968.

Wolf, Bernard. **The Little Weaver of Agato: A Visit with an Indian Boy Living in the Andes Mountains of Ecuador**, Cowles Book Co.: NY, 1969.

Possible Suggestions of Traditional Andean Music

'Music of Peru' c. 1949

Folkways Records
Harry Tschopik, Jr., ed.

'Fiestas of Peru: Music of the High Andes' c. 1968

Nonesuch Records
Explores Series

'Kingdom of the Sun: Peru's Inca Heritage' c. 1972

Nonesuch Records
Explorer Series
David Lewiston, Coll./notes

'The Inca Harp' c. 1980

Lyrichord Discs
Ronald Wright, notes

'Traditional Music of Peru' c. 1956

Folkways Records

Hint: Also check your local library for children's records in Spanish. There are many available in both Spanish and English.

The following are examples of the types of materials embassies and consulates can offer for the classroom. The items listed here are free.*

Printed Materials

Argentina A magazine/booklet which which tells all about Argentina. Single copies are available to members of the professional staff only (schools, libraries, and industries). Request must be made on official stationary. Write the Argentine Consulate.

Introduction to Honduras A fact sheet containing information on the culture, geography, history, and economy of Honduras. Limit of 2 copies to schools, libraries, and industries in the U.S. and Canada. Write the Honduran Embassy.

Image of Peru A booklet presenting the past, present and future facets of Peru. Classroom quantities are available world-wide to schools, libraries and industries. Write the Peruvian Embassy.

The Incas This booklet details the history of these ancient Peruvians of the Andes. Classroom quantities are available to schools, libraries and industries. Write the Peruvian Embassy.

Films:

Mama Dis Is Mas 1964, 16mm, sound, 41 minutes. Film about the 1964 carnival in Trinidad and Tobago.

Films (Continued):

Terrific and Tranquil 1967, 16mm, sound, 25 minutes. Documentary film on Trinidad and Tobago.

This Land of Ours 1963, 16mm, sound, 33 minutes. Film about the people and the islands of Trinidad and Tobago.

Each of the above three films can be loaned from the Embassy of Trinidad and Tobago. The borrower pays the return postage via insured registered mail. Book one month in advance. Write the embassy.

Caracas 16mm, sound, 20 minutes. Color film featuring scenes of life in the capital city of Venezuela.

Venezuelan Adventure 16mm, sound, 20 minutes. A color picture of general life in Venezuela, includ- scenes of people, geography, and the economy.

These two films may be loaned from the Venezuelan Embassy. The borrower pays the return postage via airmail, insured, immediately after showing. Book four weeks in advance. Write the Venezuelan Embassy.

*These items were found in the 21st edition of Educators Guide to Free Social Studies Materials (Educators Progress Service, Inc., Randolph, WI), August 1981.

National Organizations

Association of Teachers of Latin American Studies (ATLAS)
Box 73
Lefferts Station
Brooklyn, NY 11225
Publishes a newsletter Perspective 5 times a year (fee involved) and provides curriculum materials free of charge.

Center for Inter-American Relations
680 Park Avenue
New York, NY 10021
Tel. (212) 249-8950
Concerned with educating Americans about the societies and cultures of all nations in the Western Hemisphere. Conducts public affairs and cultural programs, seminars, meetings, and conferences to keep the public aware of current events and the political, social and economic problems of the hemisphere.

Council on Hemispheric Affairs (COHA)
1201 16th Street, N.W.
Washington, D.C. 20036
Tel. (202) 833-4058
COHA is an education and information council which seeks to raise understanding and concern with respect to current economic, social, and political realities in Latin America. Prepares reports on topics of current interest; supplies information to individuals and organizations about Latin American and U.S. policy.

Council for Inter-American Security (CIS)
305 Fourth Street, N.E.
Washington, D.C. 20002
Tel. (202) 543-2070
Sponsors educational programs, seminars, conferences, and public information campaigns on defense-related issues. Publishes reports, books, and a monthly newsletter.

Heritage Foundation
513 C Street, N.W.
Washington, D.C. 20002
Tel. (202) 546-4400
Publishes research in various formats for the benefit of decision makers and the interested public. Has a Foreign Policy Studies Department.

Institute for Policy Studies (IPS)
1901 Q Street, N.W.
Washington, D.C. 20009
Tel. (202) 234-9382
Center for research, education and social intervention. Publishes books and issues films.

North American Congress on Latin America (NACLA)
151 West 19th Street, 9th Floor
New York, NY 10011
Publishes a bimonthly magazine.

Sister Cities International (SCI)
1625 I Street, N.W., Suite 424-26
Washington, D.C. 20006
Tel. (202) 293-5504
Publishes Sister City List by state and foreign country, semi-annually.

World Neighbors
5116 North Portland Avenue
Oklahoma City, OK 73112
Tel. (405) 946-3333
This organization works in 20 countries of Asia, Africa, and Latin America. It provides speakers films, filmstrips, posters, literature, and other program materials on the national well-being and international relations to schools. One such film is La Vida Cuesta (Life Costs, Life is a Struggle)* (1978), 16mm, sound, 28 min. This color film presents a village in the highlands of Guatemala, its people, and significant changes which have been brought about in recent years. This film is loaned free. Borrower pays return postage via parcel post. Book 6-8 weeks in advance.

National Organizations (continued)

U.S. Department of State
2101 C Street, N.W.
Washington, D.C. 20520
Tel. (202) 632-6575
Country "desk" officers at the Dept. of State can provide in-depth information on each country (write to, for example, "Mexican Desk"). The Dept. of State also publishes valuable material on the political and economic situation in each of the Latin American countries as well as on the region as a whole.

Latin American Embassies in the United States

Embassy of the Argentine Republic
1600 New Hampshire Avenue, N.W.
Washington, D.C. 20009
Tel. (202) 387-0705 to 0713

Embassy of the Bahamas
Suite 865
600 New Hampshire Avenue, N.W.
Washington, D.C. 20037

Embassy of Barbados
2144 Wyoming Avenue, N.W.
Washington, D.C. 20008

Embassy of Bolivia
3014 Massachusetts Ave., N.W.
Suite 600
Washington, D.C. 20008
Tel. (202) 483-4410 to 4412

Embassy of Brazil
3006 Massachusetts Ave., N.W.
Washington, D.C. 20008
Tel. (202) 797-0100

Embassy of Chile
1732 Massachusetts Ave., N.W.
Washington, D.C. 20036
Tel. (202) 785-1746

Embassy of Colombia
2118 Leroy Place, N.W.
Washington, D.C. 20008
Tel. (202) 387-5828

Embassy of Costa Rica
2112 S Street, N.W.
Washington, D.C. 20008
Tel. (202) 234-2945 to 2947

Cuban Interests Section
2630 16th Street, N.W.
Washington, D.C. 20009
Tel. (202) 797-8518 to 8520

Embassy of Dominica
Suite 337
1511 K Street, N.W.
Washington, D.C. 20005

Embassy of the Dominican Republic
1715 22nd Street, N.W.
Washington, D.C. 20008
Tel. (202) 332-6280

Embassy of Ecuador
2535 15th Street, N.W.
Washington, D.C. 20009
Tel. (202) 234-7200

Embassy of El Salvador
2308 California Avenue, N.W.
Washington, D.C. 20008
Tel. (202) 265-3480 to 3482

Embassy of Grenada
1101 Vermont Avenue, N.W.
Suite 802
Washington, D.C. 20005

Embassy of Guatemala
2220 R Street, N.W.
Washington, D.C. 20008
Tel. (202) 332-2865, 2866

Latin America Embassies in the United States (Continued)

Embassy of Guyana
2490 Tracy Place, N.W.
Washington, D.C. 20008

Embassy of Haiti
4400 17th Street, N.W.
Washington, D.C. 20011
Tel. (202) 723-7000-7001

Embassy of Honduras
4301 Connecticut Ave., N.W.
Suite 100
Washington, D.C. 20008
Tel. (202) 966-7700 to 7702

Embassy of Jamaica
1666 Connecticut Ave., N.W.
Washington, D.C. 20009

Embassy of Mexico
2829 16th Street, N.W.
Washington, D.C. 20009
Tel. (202) 234-6000

Embassy of Nicaragua
1627 New Hampshire Ave., N.W.
Washington, D.C. 20009
Tel. (202) 387-4371, 4372

Embassy of Panama
2862 McGill Terrace, N.W.
Washington, D.C. 20008
Tel. (202) 483-1407

Embassy of Paraguay
2400 Massachusetts Ave., N.W.
Washington, D.C. 20008
Tel. (202) 483-6960

Embassy of Peru
1700 Massachusetts Ave., N.W.
Washington, D.C. 20036
Tel. (202) 833-9860 to 9869

Embassy of Suriname
2600 Virginia Ave., N.W.
Suite 711
Washington, D.C. 20037

Embassy of Trinidad and Tobago
1708 Massachusetts Ave., N.W.
Washington, D.C. 20036

Embassy of Uruguay
1918 F Street, N.W.
Washington, D.C. 20008
Tel. (202) 331-1313 to 1316

Embassy of Venezuela
2445 Massachusetts Ave., N.W.
Washington, D.C. 20008
Tel. (202) 787-3800

Consulates

Argentine Consulate
20 North Clark
Chicago, IL 60602
Tel. (312) 263-7435

Consulate of the Bahamas
1 Dag Hammarskjold Plaza
New York, NY 10017
Tel. (212) 759-7942

Consulate General of Barbados
800 Second Avenue
New York, NY 10017

Bolivian Consulate
130 North Cornell Avenue
Des Plaines, IL 60016
Tel. (312) 298-5798

Consulate General of Brazil
20 North Wacker Drive
Chicago, IL 60606
Tel. (312) 372-2176

Consulate General of Chile
360 Madison Ave., 13th Floor
New York, NY 10017
Tel. (212) 370-1455

Consulates (Continued

Consulate of Colombia
37 South Wabash Avenue
Chicago, IL 60603
Tel. (312) 372-1298

Consulate of Costa Rica
150 East Ontario
Chicago, IL 60611
Tel. (312) 787-3323

Consulate General of the
Dominican Republic
1026 North Fortuna Avenue
Park Ridge, IL 60068
Tel. (312) 825-8058

Consulate General of Ecuador
612 North Michigan Avenue
Chicago, Il 60611
Tel. (312) 642-8579

Consulate of El Salvador
35 East Wacker Drive
Chicago, Il 60601
Tel. (312) 332-6331

Consulate General of Grenada
141 East 44th Street
New York, NY 10017
Tel. (212) 599-0301

Consulate General of Guatemala
333 North Michigan Avenue
Chicago, IL 60601
Tel. (312) 332-1587

Consulate General of Guyana
622 Third Avenue
New York, NY 10017
Tel. (212) 953-0920

Consulate General of Haiti
919 North Michigan Avenue
Chicago, IL 60611
Tel. (312) 337-1603

Consulate General of Honduras
1040 West Granville Avenue
Chicago, IL 60660
Tel. (312) 338-8335

Consulate of Jamaica
188 West Randolph
Chicago, IL 60601
Tel. (312) 782-2750

Consulate General of Mexico
201 North Wells Street
Chicago, IL 60606
Tel. (312) 372-6190

Consulate of Nicaragua
1608 Washington
Evanston, IL 60202
Tel. (312) 328-6933

Consulate General of Panama
1036 North Dearborn Street
Chicago, IL 60610
Tel. (312) 787-1555

Consulate of Paraguay
27 East Monroe Street, Suite 907
Chicago, IL 60603
Tel. (312) 782-3723

Consulate General of Peru
8 South Michigan Avenue
Chicago, IL 60603
Tel. (312) 782-1599

Consulate General of Surinam
One United Nations Plaza
New York, NY 10017
Tel. (212) 826-0660

Consulate General of Trinidad
and Tobago
Suite 331-3, Graybar Building
420 Lexington Avenue
New York, NY 10017
Tel. (212) 682-7272

Consulate of Uruguay
33 North Dearborn Street
Chicago, IL 60602
Tel. (312) 236-3366

Consulate General of Venezuela
20 North Wacker Drive
Chicago, IL 60606
Tel. (312) 236-9655

Curriculum Exercise Evaluation

Dear Educator:

An essential part of the Center for Latin America's curriculum project for the primary grades is feedback from the teacher and students. Will you please fill out this evaluation and return it to us? The evaluations will be carefully reviewed so that we may continually improve this ongoing project.

TITLE OF EXERCISE_____

Student Grade Level_____ Approximate number of students _____

1. Student reaction

   a. What was the overall student reaction to this exercise? (Please circle all that apply)

Fun	Difficult
Stimulating	Dull
Educational	Indifferent
Objective	Biased
Useful	Not relevant

   b. Student comments

_____

_____

_____

2. Your reaction

   a. Was this exercise easy, average, or difficult to teach and implement in the classroom?

Easy Average Difficult

   b. Was this exercise apropriate for this grade level?

Yes No, too advanced No, too juvenile

   c. Did the students grasp the concept(s) intended in this exercise?

Yes No Not sure

d. Were the students sufficiently stimulated by this exercise to ask important questions and/or to pursue related topics on their own?

Yes No Don't know

e. Do you plan to use this exercise again?

Yes, as is Yes, but with my own modifications No

f. Your suggestions and comments

_____

_____

_____

_____

Please return to:

Outreach Director
Center for Latin American & Caribbean Studies
313 North Jordan Avenue
Indiana University
Bloomington, Indiana 47405